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ABSTRACT

This annotated bibliography reviews selected literature focusing on the concept of staff differentiation. Included are 62 items (dated 1966-1970), along with a list of mailing addresses where copies of individual items can be obtained. Also a list of 31 staff differentiation projects receiving financial assistance from the U.S. Office of Education is included. (Author/JS)

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staff differentiation

an annotated bibliography

july 1970

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DIFFERENTIATED STAFFING: A GROWING BODY OF LITERATURE

This annotated bibliography reviews selected literature focusing on the concept of staff differentiation. Sixty-two reference items are included, along with a list of appropriate mailing addresses where copies of individual items can be obtained. Also, a list of staff differentiation projects receiving financial assistance from the U.S. Office of Education is included.

A review of this available literature will enhance one's understanding of a far-reaching and complex educational concept which is beginning to attract attention within public education. The focus of differentiated staffing is on a re-examination of staff utilization patterns with an attempt to redesign roles and corresponding responsibilities to make public schools more effective. The available literature has expanded considerably within recent years, and the funded federal projects are developing new information and experience bases upon which to make responsible judgments.

At least one copy of every item in this annotated bibliography, as well as many other articles, are available for your review at the Marin County Schools Office. Please feel free to contact us so that we can assist you in exploring this literature.

Special appreciation is extended to Miss Susan Gabbs and Mrs. Carole Messenger who have exhaustively studied and reviewed the items contained in this annotated bibliography. Their work has been most instrumental in producing this reference document.

Hollis H. Moore, Director
Marin Staff Differentiation Project
Education Professions Development Act

A SELECTED ANNOTATED BIBLIOGRAPHY

DIFFERENTIATED STAFFING FOR PUBLIC SCHOOLS

1. The American Association of Colleges for Teacher Education. Action for Americans: Proceedings of the 14th Biennial School for Executives of the American Association of Colleges for Teacher Education. Washington, D.C., 1969.
   Fifteen speeches and reports on the need for educational change, differentiated staffing patterns and other innovative programs.

2. Administrative Leadership Service. "Inservice Education for Teachers." Educational Service Bureau, Inc. 1968. (66 pages)
   Presents as change agents district-sponsored workshops, courses; discusses the nature of the workshop; offers three programs and guidelines which emphasize workshop-type activities. Presents specific teacher-initiated programs for increasing professional competence, offering innovative ideas and practices for inservice teacher education with detailed descriptions of their actual use by school districts in various parts of the country.

3. Allen, Dwight W. "A Differentiated Staff: Putting Teaching Talent to Work." Occasional Papers #1, National Education Association, 1967. (9 pages)
   Suggests and discusses a four-level structure for a differentiated teaching staff, based on responsibility levels, presupposing task differentiation. This model would take educational policy making out of the hands of the administrative hierarchy and share it with the most talented teachers. Discusses the framework within which educational tasks will be identified and assigned; cites the advantages of the differentiated staff, and its necessary components.

4. _____. "Needed: A New Professionalism in Education." American Association of Colleges for Teacher Education. Washington, D. C., May 1968.
   Groundwork presentation on administering the Education Professions Development Act, giving high priority to staff differentiation.

5. Augenstein, Mildred B. "Style Is the Teacher: A Report of the Teacher Characteristics Project, 1967-1968." Dade County Public Schools, Miami, Florida. 1968.
   Models, and a scale for teaching-style profiles, with emphasis on the differentiated hierarchy.

6. Barbee, Don. "Differentiated Staffing: Expectations and Pitfalls." TEPS Write-In Papers on Flexible Staffing

Patterns, #1. National Education Association. March 1969. (7 pages)
Discusses the differentiated school staffing concept, and examines such factors that should be considered in the planning and implementation of a differentiated staffing program: fadism, economizing, teacher aide syndrome, status hiatus, personality conflict, overspecialization, and delineating decisions.

7. Beaubier, Edward W. "Experience with Differentiated Staffing." Today's Education. March 1969. (2 pages)
Lists four concepts that are the basis for the differentiated staffing patterns now in use in the Fountain Valley School District, Orange County, California: i.e., establish clear, measurable learning objectives for the youngsters to be served by the plan, honestly involve teachers in decision-making, give much more autonomy to the schools operating under differentiated staffing, and provide inservice education in group dynamics and human relations for the teachers. Briefly discusses the roles of the teachers within the differentiated staffing pattern.

8. Bhaerman, Dr. Robert D. "A Study Outline on Differentiated Staffing." AFT-QuEST Report on Differentiated Staffing, #2. 1969. (22 pages)
This report gives the objectives of differentiated staffing, and cites some of the problems this concept helps solve. Descriptions of various staffing models and their strengths and weaknesses are provided, as well as role descriptions and a discussion of the place of collective bargaining. The complexity of the concept is emphasized.

9. _____. "One Unionist View of Staff Differentiation." American Federation of Teachers - QuEST Paper #7. Washington, D.C. (13 pages)
This paper, along with other official publications of the AFT, questions the concept and rationale behind staff differentiation. Dr. Bhaerman proposes horizontal rather than vertical differentiation, and proposes the concept which he refers to as a 'continuous progress alternative.'

10. Brotman, Sylvia, ed. "About Differentiated Staffing and Trojan Horses." The Washington Memo. Washington, D.C.: NEA Division of Field Services, April 1970. (18 pages)
Presents an overview of differentiated staffing throughout the country, and views the programs in a more cautious and critical perspective than many publications. Presents NEA guidelines and a sampling of articles.

11. U.S. Department of Health, Education, and Welfare. Office of Education. Program Information: More Effective School Personnel Utilization. Washington, D.C.: U.S. Government Printing Office, 1969.
This packet of specialized program guidelines for staff differentiation discusses the important components in planning and evaluating comprehensive staff differentiation approaches. In the guidelines, eleven key questions are raised which stress the importance of a thorough reexamination of major educational issues as a part of differentiated staffing. (Note: A listing of EPDA funded projects is contained in Appendix B.)

12. Bush, Robert N. "The Status of the Career Teacher: Its Effect Upon the Teacher Dropout Problem." Research and Development Memorandum #47. Stanford, California: Stanford Center for Research and Development in Teaching, April 1969.
Dr. Bush poses as one of the most important problems in the field of education that of "how to attract and hold highly qualified teachers who will make a satisfying career in the teaching profession." In developing his views on the teacher dropout problem, he discusses various components of occupational status. This report also includes concrete suggestions for research and for improving the status of the profession, including "a hierarchy of promotion similar to that in universities and the requirement of a higher level of competence for teachers."

13. Campbell, Roald F., and Donald H. Layton. "Policy Making for American Education." Chicago: University of Chicago, 1969.
Discusses the importance of change in people to evolve change in education; proposes differentiated staffing or a career ladder approach as an effective means to professionalize and improve the quality of education.

14. Chaffee, John. "First Manpower Assessment: EPDA." American Education. Washington, D.C.: U.S. Office of Education, February 1969.
Recruitment, preparation, renewal, and retention of qualified personnel to staff schools is the most basic future problem; differentiated staffing helps meet the problem by attracting career-minded as well as part-time educators.

15. Classroom Teachers' National Study Conference. "The Classroom Teacher Speaks on His Supportive Staff," National Education Association. 1966 (36 pages)

Talks about what jobs should be done by the classroom teacher, what jobs can be done by others, who the supportive staff should be, why the teacher should have a supportive staff, and related problems.

16. Classroom Teachers' National Study Conference. "The Classroom Teachers Speak on Differentiated Teaching Assignments." National Education Association, 1969. (32 pages)
Presents the classroom teachers' opinions of the goals for education; their differentiated teacher assignments, its advantages and drawbacks; talks about initiating a staffing pattern, and the responsibility of professional associations; recognizes certain unresolved issues.

17. Conte, Joseph M., and Fenwick English. "The Impact of Technology on Staff Differentiation." Audiovisual Instruction. May 1969. (3 pages)
States that the introduction of teaching machines and better teaching aides accentuated the need to reexamine the teacher role in the school; and talks about staff differentiation being accomplished on the basis of the teacher's ability to utilize various tools to diagnose, prescribe, implement, and evaluate components of an instructional system to produce a series of prescribed student outcomes.

18. Corey, Arthur F. "The Responsibility of the Organized Profession for the Improvement of Instruction." Washington, D.C.: National Education Association Center for the Study of Instruction, 1966. (13 pages)
Because transience and change are becoming more and more rapid, educators have a moral responsibility to influence curriculum change and policy to keep pace with the times. Improving professional standards is a part of this responsibility, as well as teaching attitudes and methods for life-long learning.

19. Crenshaw, Joseph W., et al. "Flexible Staff Organization Feasibility Study--Interim Report." Tallahassee, Florida: State Department of Education, February 1969. (60 pages)
Gives the rationale, background, goals, objectives, position of the State Department of Education, planning stages, organizational structure, and general plan for a flexible staff organization feasibility study; discusses the functions of network components, time tables, financial model, and conclusions of the study.

20. "Differentiated Staffing: Strategies for Teacher Deployment Take Shape." Nation's Schools, June 1970, 6 pages.
This article gives a definition of differentiated staffing, and discusses its benefits to teachers. Also provides a brief history of its development, describing the Temple City model, the L.J. Trump model, the Head Start model, and the Florida model.

Teacher roles in each of the programs are described, and teacher reaction as well as a roundtable interview of three administrators give a more first-hand evaluation of differentiation.

21. Edelfelt, Roy A. "Differentiated Staffing: Interpersonal Relationships and the Changing Educational Community." Florida's Twenty-Fourth Annual Supervisors' Conference, 1968. (9 pages)
Discusses the need to provide for the individual differences of teachers; cites four important arguments to suggest that development of differentiated staff roles is a valid change for American schools.

22. _____. "Is Differentiated Staffing Worth Risking?" Washington, D.C.: NEA, National Commission On Teacher Education and Professional Standards.
This article gives a definition of differentiated staffing, and discusses the rationale behind its development. It also outlines the operation of such a staffing program, and cites advantages and criticism of it.

23. _____. "Redesigning the Education Profession." Washington, D.C.: National Education Association, January 1969. (15 pages)
Considers how EPDA and TEPS activities relate and what new roles TEPS should play in the redesigning of the education profession. Explores major problems of the professions which TEPS can contribute substantially to solving, including educational manpower, school organization, and governance of the profession.

24. _____. "The Teacher and His Staff." New Jersey Education Association Review, February 1967, 4 pages.
States that the changing and expanding of the traditional concept (one teacher ministering to all children) into a system which involves a cooperative effort by teachers, teacher aides, consultants, and other support personnel is the central focus of "the teacher and his staff" concept. Discusses and evaluates two prototypes for the organization of the teachers and their staff which have had wide exposure- J. Lloyd Trump's "Images of the Future" plan and the Head Start program. Discusses the assumptions, or frame of reference, for "the teacher and his staff" model, also.

25. English, Fenwick. "Differentiated Staffing: Giving Teaching a Chance to Improve Learning." Temple City, California: Temple City Unified School District, 1968. (11 pages)
A monograph in which Mr. English states that: (1) many of the problems of education today concern the changing image of the classroom teacher,

(2) the teacher is the change agent, (3) the need is for administrators to recognize the demands by teachers for increased professional responsibility, innovation and decision making, and (4) that differentiated staffing separates roles and offers career advancement to teachers.

26. _____. "Differentiated Staffing: Refinement, Reform, or Revolution?" ISR Journal, Vol. 1, No. 4, Fall 1969. New York University Institute for Staff Relations and Governance. (14 pages)
In discussing twelve different models of differentiated staffing, the author classifies them as refinement, reform, or revolutionary, and presents their respective emphases on Organization, Teaching, Learning, and Curricula. Comments are also made on issues of vertical vs. horizontal differentiation, static vs. fluid hierarchies, dimensional vs. human process considerations, and open vs. closed-loop systems. Revolutionary concepts possibly on the horizon in differentiated staffing are highlighted.

27. _____. "Et Tu, Educator, Differentiated Staffing?" TEPS Write-In Paper #4 on Flexible Staffing Patterns. Washington, D.C.: National Education Association, August 1969. (23 pages)
Discusses the need to define institutional goals in terms of expected student behaviors in order to assess the effectiveness of professional practice; talks about the present educational organization and the alternative, with the promise and possible dangers of differentiated staffing; presents the Temple City model of a differentiated teaching staff; talks about the question of evaluation and decision-making.

28. _____. "Teacher May I? Take Three Giant Steps!--The Differentiated Staff." Phi Delta Kappan, December 1969, 4 pages.
Offers the following points to educational leaders who are now in the planning stages of differentiated staffing in their school systems: (1) discusses the need to consider the interrelatedness of roles, (2) suggests that discussions related to changing staffing patterns should give attention to motivation, (3) discusses teacher hierarchy, (4) evaluation and efficiency scales must accompany differentiation, (5) research must be the judgement criterion, (6) initial teacher involvement is essential, (7) gives four basic models, (8) discusses administrative roles, (9) recommends a planning sequence.

29. _____. "The Ailing Principalship." Phi Delta Kappan, November 1968, 4 pages.
Discusses the history of and need for administrative

change within the school structure; states that teachers must be involved with their principals in decision making and evaluation; the principal's role is like that of an intergroup specialist who would be responsible for the quality of professional relations within the social system of the school.

30. _____. "The Differentiated Staff." Educational Technology, February 1970, 4 pages.
The central theme of this article is that differentiated staffing has the potential to be the guiding intelligence--or Technostructure--of education, providing the student a real place in the learning process. Advantages of differentiation are cited, among which are diffused decision making, high adaptive capability, a hierarchy of specialized personnel, and a financial impetus for change.

31. _____, and Zaharis, James. "How to Build a Model of Staff Differentiation: A Step by Step Guide in the Development of a Situational Specific Site Model of Differentiated Staffing." Claremont, California: Claremont Graduate School Center for Differentiated Staffing, August 1, 1970. (30 pages)
A "self-instructional" publication for use by school district staffs to stimulate a search for better staffing patterns. Provides a baseline to develop specific models of differentiated staffing.

32. Florida State University. "The Preservice-Inservice Continuum." Deans' Conference, Differentiated Staffing--Implication for Teacher Training. November 1968. (18 pages)
Discusses a restructuring of inservice education to become directly relevant to the upgrading of a teacher's classroom perfromance, necessitating fundamental changes in preservice education; presents a set of guidelines for a preservice-inservice continuum.

33. Frinks, Marshall L., and Sharpes, Donald K. "Key Elements: Time, Space, Personnel." Florida Schools, November-December 1969.
Focuses primarily on flexible modular scheduling as a facilitating variable from which changes in staff, curriculum, facilities, instruction, student performance and behavior can evolve. Poses basic questions to administrators considering flexible modular scheduling.

34. _____. "Toward More Effective School Personnel Utilization." Educational Technology, February 1970, 21 pages.
Stresses the importance of flexibility in the total staff differentiation process as in use by the Florida

Department of Education. It also gives an operational systems process chart of basic steps to determine staffing patterns.

35. Haberman, Martin. "The Essence of Teaching: A Basis for Differentiating Roles." TEPS Write-In Paper #5 On Flexible Staffing Patterns. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, June 1970. (12 pages)
The author criticizes recent attempts to differentiate roles in schools because of too many intervening variables. The role of the teacher needs further examination, and the author contends that motivational functions are the essence of professional teacher acts. Seven examples are given.

36. Hair, Donald, and Wolkey, Eugene. "Differentiated Staffing and Salary Pattern Underway in Kansas City." School and Community, April 1969, 7 pages.
Two schools in Kansas City began a two-year differentiated staffing and salary schedule plan in September 1968, directed to making better use of teacher talents and to giving pupils a better education. This article presents program objectives and an evaluation, as well as their method for staff selection. It gives role descriptions, salary schedules and organization models.

37. Hedges, William D. "Differentiated Teaching Responsibilities in the Elementary School." The National Elementary Principal, September 1967, 7 pages.
Discusses teaching responsibilities in the elementary school, individuality of teachers, the knowledge gap between the teachers who have not been back to school in recent years and the teachers who have stayed abreast of developments; differences in handling responsibilities; and differences in teaching strategy. Talks about specialized personnel in the elementary school, organizing the elementary schools of the future, and merit rating.

38. Howard, Eugene R. "Staff Support for Innovative Teaching." (from "The Teacher and His Staff: Differentiating Teaching Roles.") National Education Association, 1969, 12 pages.
Discusses the tasks of the teacher--the central roles of manager of the teacher-pupil-materials interrelationship and of psychological architect. States that the central roles of the teacher can best be supported through the use of auxiliary personnel, the support of different kinds of professional specialists and through enabling teachers to utilize the unique talents of each other.

39. "Job Descriptions: How to Write Them, How to Use Them." Educational Service Bureau, Inc., 1966 (88 pages)
Defines terms used in connection with job descriptions. Encourages prior planning by the school system to group positions of similar duties and responsibilities, assign job titles, describe desired levels of competence for various work; and receiving the support and guiding policies of its board of education for undertaking the task. Suggests cooperative writing of job descriptions, and offers 62 pages of samples for central office personnel, school personnel other than the classroom teacher, and teachers.

40. Joyce, Bruce R. "The Teacher and His Staff: Man, Media, and Machines." National Education Association, 1967, 28 pages.
Discusses the Direct-Instruction Team and Support Centers; gives a detailed account of a day with a teacher some year in the future, using fictitious characters representing the master teacher/coordinator, his direct-instruction team, his extended staff (the people who work in the support centers), and the students; and discusses and describes their various activities throughout a school day.

41. Krumbein, Gerald. "The Determination of Personnel Costs Involved In the Creation of a Differentiated Staff." American School Board Journal, 1969, 34 pages.
Gives a description of and a rationale for staff differentiation and offers charts illustrating some of the levels within a differentiated staffing hierarchy; gives a brief description of the role of the teachers on the different responsibility levels; introduces a method of determining personnel costs involved in the creation of a differentiated staff.

42. Lierheimer, Alvin P. "An Anchor to Windward." TEPS Write-In Paper #2 on Flexible Staffing Patterns.
Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, April 1969. (15 pages)
Offers a framework of state certification to accommodate current developments in differentiating staff roles.

43. McKenna, Bernard. "A Selected Annotated Bibliography on Differentiated Staffing." Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, October 1969. (11 pages)
This pamphlet provides annotations to 31 different articles related to the emerging concept of staff differentiation within public schools. Dr. McKenna

also includes a brief introduction to the concept, with a tentative definition as proposed by the National TEPS Commission.

44. _____. "School Staffing Patterns." Burlingame, California: California Teachers Association, 1967. (23 pages)
Discusses the past efforts and current innovations that indicate the need for change of emphasis in teaching tasks; and offers a model for staff differentiation based on learner needs.

45. _____. "The Development of School Staffs." (from "The Teacher and His Staff: Differentiating Teaching Roles.") Highlights of the Sixteenth Annual Meeting of State TEPS Chairmen and Consultants, Houston, Texas, June 25-28, 1968.
Dr. McKenna highlights staff development in a broad context, stressing the interrelatedness among multi-agency cooperatives for reviving a comprehensive continuum for the preparation of school personnel. This continuum includes both preservice and inservice education, along with recruitment, selection, induction, and continuing professional development of educators. This paper relates these concepts, all focusing on educational gains and pupils, to basic aspects of differentiated staff arrangement. The paper concludes with some specific recommendations to be considered as various differentiated staffing plans are implemented. Of these points he stresses that differentiated staff arrangements will probably require more staff members rather than less, will probably not cost less but rather more than a conventional arrangement, that flexible scheduling will be an integral part of new staffing arrangements, that descriptions of differences in levels of tasks and role responsibilities will be essential, and that teachers will have to be involved and provided time to work through the problems of implementing differentiated staffing arrangements.

46. National Commission on Teacher Education and Professional Standards. "The Teacher and His Staff: Differentiating Teaching Roles." Washington, D.C.: National Education Association, 1969, 120 pages.
Offers presentations on teacher education: Analysis and Recommendations (John Macdonald); New Perspectives on Relevance in Education (Daniel C. Jordan); Peopling Education (Laurence D. Haskew); Images of the Future II (J. Lloyd Trump); Staff Support for Innovative Teaching (Eugene R. Howard); The New Teacher Education-Prospects for Change (James L. Fisher); Where Are We Going and How Can We Get There? (Kevin A. Ryan); Educating Teachers Through Differentiated Roles (Donald C. Roush); Major Impediments to Educational

Change and Improvement (John J. Horvat); A Possible Dream--A New Education and New Models of Teachers (Roy A. Edelfelt).

47. _____. "A Position Statement on the Concept of Differentiated Staffing." Washington, D.C.: National Education Association, May 11, 1969, 7 pages.
Believes that the differentiated staffing concept is worthy of development, testing and objective trial; offers a tentative definition of differentiated staffing; encourages experimentation; offers a rationale for change in school staffing patterns; concludes with discussion paragraphs on Definition, Evaluation, Career Patterns, the Generalist Teacher, and Centrality of Functions.

48. National Education Association; Division of Press, Radio and Television Relations. "Staff Differentiation--Answer to the Merit Pay Debate?" CTA Journal, January 1969, 6 pages.
Attempts to summarize and give perspective to the newer concepts of differentiated staffing, contrasting them with the merit pay system. Serves as an introduction to "A Case for Differentiated Staffing," by Dr. M. John Rand, which appeared in the March 1969 CTA Journal.

49. Newman, Richard S. "Differentiated Staffing--An Educational Alternative." Larkspur, California: Tamalpais Union High School District Research and Development Council, 1969, 60 pages.
Summarizes research done by Mr. Newman, a high school teacher, on the concept and developments related to differentiated staffing. Mr. Newman visited Temple City, California, and the John Adams High School and the Beaverton projects in Portland, Oregon; and he reports his impressions and findings, discussing advantages and disadvantages of differentiated staffing. This report is being followed by district-wide action involving a committee of teachers and administrators pursuing the implications of the differentiated staff concept.

50. "Oregon Staff Differentiation, Special Issue." Oregon Education, Volume 44, #7, December 1969, 20 pages.
This issue features Oregon differentiated staff programs, and contains three articles by administrators and teachers in Portland and Beaverton. The organizational hierarchy is discussed in "Teachers Blueprint Beaverton's Pilot Programs," the responsibilities of teachers are outlined in "New Opportunity for Career Teaching," and the application of diffused decision-making and specific implementation of the program is reviewed in "Staff Innovation Serves a Unique High School."

51. "Proposed Utah State Plan for Differentiated Staffing." Salt Lake City, Utah: Utah Board of Education, 1969, 23 pages.
Discusses systems theory and the instructional system of public education; and outlines in some detail a new instructional system framework.

52. Ross, Marlene. "Preparing School Personnel for Differentiated Staffing Patterns." ERIC Guide to Selected Documents, 1966-1968, Washington, D.C.: ERIC Clearinghouse on Teacher Education, May 1969, 70 pages.
A guide to documents preparatory and relative to differentiated staffing.

53. Ryan, Kevin A. "A Plan for a New Type of Professional Training for a New Type of Teaching Staff." NEA Occasional Papers #2. Washington, D.C.: National Education Association, 1968, 11 pages.
Outlines an alternative approach to the present effort in teacher education; proposes a pilot training model for teacher education and training for a differentiated staff.

54. Schmuck, Richard and Blumberg, Arthur. "Teacher Participation in Organizational Decisions." NASSP Bulletin, October 1969, 16 pages.
Describes types of decisions which often can be made by group processes more efficiently than by autonomous decisions-making methods. Presents two examples for change strategies to increase teacher involvement in the decision-making process. These two strategies are identified as (1) "an authority-imposed strategy," and "an emergent strategy." The paper describes some specific experiences with these two test strategies and describes aspects of the training programs in each.

55. Sharpe, Donald M. "Studying Teacher Classroom Behavior to Determine How Paraprofessionals Can Help in the Classroom." TEPS Write-In Paper #3 on Flexible Staffing Patterns. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, May 1969. (19 pages)
Suggests that a prior consideration of role differentiation should be role definition; offers some hypotheses suggested as a result of an analysis of how secondary student teachers spend their time when responsible for teaching a class; presents preliminary notes on the Teacher Classroom Activity Profile (TCAP).

56. Sharpes, Donald K. "Differentiating Teachers and the Self-Fulfilling Hypothesis." California Journal for Instructional Improvement, December 1969. (4 pages)
Dr. Sharpes is Program Manager for Staff Differentiation Projects funded under EPDA, USOE. He shows how

schools have not differentiated teachers other than by academic discipline; and discusses how the "self-fulfilling hypothesis" explains research findings relating to differences among teachers.

57. Sinclair, Robert L. "Leadership Concerns." The National Elementary Principal, Vol. XLVIII, No. 1, September 1968, 3 pages.
Presents teacher involvement in decision making as the most effective strategy to promote change, offering a continuum of leadership behavior. Discusses the school environment and the principal's personality as key determinants to successful transition to change.

58. Smith, Rodney. "New Patterns of Differentiated Staffing." Education Summary, May 15, 1969, 2 pages.
Mentions notable models of differentiated staffing, including the Trump model, the Head Start model, the Direct Instruction Team, the Temple City model, and a highly sophisticated model proposed by Bernard H. McKenna. Suggests that true differentiated staffing shouldn't be considered in isolation, and offers some questions for school administrators before setting up a program. Lists three problems--the possibility of role conflict in the new hierarchial organization, the tendency to equate pay under differentiated staffing with merit pay, and phasing in a new differentiated staff--and asks questions related to these problems.

59. Stocker, Joseph, and staff. "Education USA Special Report: Differentiated Staffing in Schools." Washington, D.C.: National School PUblic Relations Association, 1970, 47 pages.
A report describing and evaluating the differentiated staffing concept, presenting profiles of Temple City, California, Denver (Cherry Creek), Colorado, and Kansas City, Missouri. Lists several differentiated staffing schools, and provides a brief bibliography.

60. "The Teacher and His Staff: Differentiating Teaching Roles." NCTEPS State Chairmen and Consultants 1968 Conference in Houston, Texas, June 25-28, 1968. (26 pages)
Don Davies, Associate Commissioner for EPDA, USOE, presents his observations on implementation of the Education Professions Development Act; Ralph Joy, NEA Division of Affiliates and Membership, presents a plan for a "career salary schedule;" Bernard H. McKenna, Associate Secretary of NCTEPS/NEA, discusses the development of school staffs; and George W. Denemark of the University of Kentucky talks about current realities concerning teaching and teacher education that have implications for the certification process.

61. Weber, George, and Marmion, William H. "Merit Pay and Alternatives: Descriptions of Some Current Programs." Washington, D.C.: Council for Basic Education Occasional Papers #16, May 1969, 32 pages.
Discusses differentiated staffing, especially as used at Temple City, California, as an alternative to merit pay; NEA support gives a greater chance for success to the differentiated staff approach, the authors feel.

62. Weissman, Rozanne. "Pros and Cons of Differentiated Staffing--A New Way of Organizing Schools." Maine Teacher, March 1969, 3 pages.
States that, according to many staff differentiation experimenters, the greatest barrier to staff differentiation is neither physical nor financial, but rather previous conditioning to the organizational structure which blocks our vision to perceiving problems and solutions. Emphasizes that advocates of differentiated staffing caution each school to analyze its own problems, purposes, and existing practices and then tailor its staffing pattern to these; and states that teacher participation in studying the idea and putting a program into effect is absolutely essential for it to be workable. Describes briefly the Fountain Valley and Temple City staff differentiation programs, and discusses the differentiated salary structure and summarizes the advantages and disadvantages of staff differentiation.

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Appendix A

The following organizations are reference sources for persons interested in obtaining copies of publications included in this bibliography.

American Federation of Teachers
Department of Research
1012 14th Street, N.W.
Washington, D.C. 20005

American School Board Journal
1223 Central Street
Evanston, Illinois 60201

California Journal for Instructional Improvement
Reprint Services
1705 Murchison Drive
Burlingame, California 94010

California School Boards Association
Suite 345, Senator Hotel
1131 "L" Street
Sacramento, California 95814

California Teachers Association
Reprint Services
1705 Murchison Drive
Burlingame, California 94010

Claremont Graduate School
Center for Differentiated Staffing
Claremont, California 91711

Educational Technology
Reprint Services
140 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

ERIC (Educational Resources Information Center)
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Florida State Department of Education
Tallahassee, Florida 32304

Florida State University Press
15 N.W. 15th Street
Gainesville, Florida 32601

National Education Association
1201 16th Street, NW.
Washington, D.C. 20036

American Association of Colleges for Teacher Education
Audiovisual Instruction
NASSP Bulletin
National Commission on Teacher Educational and Professional Standards (TEPS)
NEA Journal (publication under this name up to May 1968)
NEA Research Bulletin
The National Elementary Principal
Today's Education (publication under this name after September 1968)

Oregon Education
6900 S.W. Haines Road
Tigard, Oregon 97223

Phi Delta Kappan
8th Street and Union Avenue
Bloomington, Indiana 47401

Stanford Center for Research and Development in Teaching
Stanford, California

Tamalpais Union High School District
Larkspur, California 94939

Temple City Unified School District
9516 Longden Avenue, East
Temple City, California 91780

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Publications/Sales
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Appendix B

EPDA - FUNDED PROJECTS

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